



## Plan of Service For English Learners

Name of School District: Matanuska Susitna Borough School District

Superintendent/Authorized Rep: Dr. Randy Trani, MSBSD Superintendent

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Program Coordinator: Andrea Everett, Federal Programs Executive Director

Email: [andrea.everett@matsuk12.us](mailto:andrea.everett@matsuk12.us) Phone: 907-746-9276

The district hereby assures the Alaska Department of Education & Early Development that:

1. The district will use the provisions Alaska Regulation 4 AAC 34.055, the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), and Title VI of the Civil Rights Act of 1964 in the development of the plan of service, evaluation, and any modifications for the provision of services to English learners.
2. The district will ensure that it is not in violation of any State or Federal law regarding the education of English learners.
3. The district will use state-approved methods including the Home Language Survey, Language Observation Checklists, and the state-approved English language proficiency screener assessment to screen and identify students who are English learners.
4. The district will annually assess English language proficiency of all identified English learners using the state-approved assessment of English language proficiency test in grades K-12 adopted by reference in 4 AAC 04.155.
5. The district will be responsible for taking appropriate steps to help ensure English learners attain English proficiency and develop high levels of academic achievement in English.
6. The district will monitor the academic progress of former English learners who have met exit requirements in accordance with Alaska Regulation 4 AAC 34.055(d).
7. The district will implement the Plan of Service in the school year following the year of submission.
8. The Plan of Service may be in effect for up to five years. The district assures that it will annually review the plan and update as needed to reflect current information. The district will file changes to an existing Plan of Service with the department before implementation of the change.

CERTIFICATION: I certify that, to the best of my knowledge and belief, the information in this Plan of Service is true and correct, and that the district will comply with the above assurances.

Signature of Superintendent/Authorized Representative: \_\_\_\_\_

Date: 3/3/2022

Title: Matanuska-Susitna Borough School District Superintendent

Expiration Date of Plan: 6/30/2023

## INSTRUCTIONS

Each school district with a school that is attended by at least eight English learners is required to file a Plan of Service. The Plan of Service requirements are based on Alaska Regulation 4AAC 34.055, Title VI of the Civil Rights Act of 1964, and the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). Districts receiving Title III-A funds will address those requirements in this plan.

### Instructions

Enter the plan's expiration date on the cover page. The Plan of Service (POS) is due on **July 1st**, and may be valid for up to 5 years, provided that all elements are up to date. The POS must be reviewed annually and revised as appropriate to reflect any changes or updated elements. The Plan becomes effective in the school year following the adoption of the plan.

Submit a completed and signed Plan of Service **by July 1<sup>st</sup>** to:

**Electronically:** [Kelsey.smiley@alaska.gov](mailto:Kelsey.smiley@alaska.gov)

**Mail to:** Kelsey Smiley, English Learner/Title III Program Manager  
Alaska Department of Education & Early Development  
801 West 10<sup>th</sup> Street, Suite 200  
P.O. Box 110500, Juneau, AK 99811-0500

**Please complete each item below.**

1. Describe the district's educational goals for English learners. These goals must address both English language development and strategies for academic success.

#### **District Educational Goals**

The mission of the Matanuska Susitna Borough School District is to prepare all students for success. Five goals have been adopted by the District to carry out this mission. These goals include 1) To improve student success, achievement, and performance; 2) Develop excellent educators and leaders; 3) Use innovative practices to improve the education system; 4) Include families and community members in the education of our students; and 5) Promote safe and healthy environments for all. Therefore, in accordance with these goals, the district's English Learner (EL) Program is designed to assist EL students develop their English language proficiency through content instruction. The MSBSD EL Program will provide support to help students meet the expectation of achievement in content at the same level of achievement as native English-speaking students and graduate at the same rate as the district's total population.

#### **English language development goals**

The goal of the MSBSD English Learner Program is academic English language proficiency. This is measured annually using WIDA ACCESS for ELLs 2.0. The EL Program will provide support and assistance towards the goal that all English language learners reach a proficiency level in English language development (ELD) that is sufficient for the student to fully access the content provided in the mainstream classroom without language supports. In addition to this goal of academic language proficiency, the District EL Program provides social language and cultural competency support to EL students towards the goal of assuring participation in content and co-curricular activities.

With the exception of Beryozova School (K-12 Russian Language) and Fronteras Charter (Spanish Immersion), the district uses a full English Language immersion approach in mainstream classroom activities. This instruction addresses listening, speaking, writing and reading.

#### **Strategies for Academic Success**

Strategies in place to help student achieve academic English proficiency and success in content include language development accommodations and differentiation in the classroom. Ongoing staff professional development in the area of classroom differentiation strategies and ELD strategies are provided for classroom teachers. A goal of our Case Manager model is for EL Support Teachers/Case Managers to continue the professional development with support of classroom teachers through coaching and consultation. (See Appendix H for sample Accommodations) New to country students with little to no English language who may not be adequately served with just the differentiation, may have additional supports for a short period of time. These might include short term use of interpreter, pull-out work with EL Support Teacher/Case Manager.

#### **Russian Language Proficiency Goal (Beryozova School)**

By graduation, 100% of participating students will be bilingual and biliterate in both Russian and English. English proficiency will be measured through the practice of reading, writing, listening, and speaking, as indicated by proficiency in academic subject areas and on state-mandated assessments. Russian proficiency will be measured through the practice of reading, writing, listening, and speaking, as indicated by student grades and site-developed Russian proficiency assessments.

2. Describe the effective programs and activities, including language instruction educational programs (LIEPs) the district is implementing that will help English learners increase their English language proficiency and meet the challenging State academic standards. Name the language of instruction, other than English, used in each program. (See Appendix B for the descriptions of LIEPs.)

The EL department in the Matanuska-Susitna Borough School District uses several Language Instruction Educational Programs. These include Sheltered English, Structured English Immersion, English Language Development Pull-Out, Push-In ESL, and Two-way bilingual programs (Russian and Spanish). Imagine Learning and Rosetta Stone are used with students who enter the district with little to no English language background. The district has adopted scientifically research-based curricula and programs. These curricula and programs incorporate grade-level academic content with English language development. The adopted programs and curricula are used with LEP students as either supplements or replacements to the CORE curriculum utilized by the district. These programs and curricula have been approved and added to district RTI documents. (Refer to Appendix D for EL RTI Documents)

3. State the number of teachers and paraprofessionals who provide language instruction educational programs to English learners, including the qualifications and certifications of any who have ESL endorsements or credentials.

*Note, if the district receives Title III-A funds, please describe how the district ensures that all teachers in any language instruction educational program for English learners that is funded under Title III-A are fluent in English and any other language used for instruction, including having written and oral communication skills (ESEA Section 3116(c)).*

The Mat-Su EL program uses a Case Manager model. ELD Support Teacher/Case Managers are certified teachers who have an ESL and/or bilingual endorsement or be in the process of obtaining such an endorsement. ELD Support Teacher/Case Managers coordinate plans designed for each EL student and work with classroom teachers to help provide the best possible instruction. This includes supporting and partnering with teachers to implement specific English language development strategies to enable students to move toward proficiency. ELD Support Teacher/Case Managers provide push-in and pull-out ELD activities for students and team teach with classroom teachers to provide ELD support. There are currently eleven EL case managers serving the EL population of the Matanuska-Susitna Borough School District. Six hold an ESL endorsement or have just completed an ESL endorsement program. One holds a master's degree in English with emphasis in TESOL/applied linguistics and four have specific bilingual language endorsements (Russian, German, and Spanish). All ELL staff are fluent in both written and oral communication skills in English.

4. Describe the professional development provided for district and school personnel that serve English learners. The professional development need not be limited to teachers who teach exclusively English learners, but may be provided to all teachers who have English learners in their classrooms, to enable them to teach those English learners effectively.

*Note*, that providing effective professional development to teachers and school leaders of English learners is a requirement for districts who receive Title III-A funds. Regardless of the specific participants, such activities must be effective and fully meet the requirements of Section 3115(c)(2) of the ESEA.

Professional development will be made available to all staff servicing LEP students in the Matanuska-Susitna Borough School District. This includes:

- Curriculum and program trainings: Frequent trainings related to curricula and programs used within the EL program (i.e., ALEKS, Lexia, Moby Max, Imagine Learning, etc.) will be ongoing and made available to all teachers of LEP students. Such trainings will be provided via webinar, teleconference, and traditional presentation.
- Instructional Training and English Language Development: Training on best teaching practices and instructional strategies to be used with LEP students will be provided to general education staff by the EL Department.
- English Language Development professional development is offered by EL staff at Summer Academy in Mat-Su (SAMS) for district staff
- Professional education conferences: Opportunities to Alaska RTI Conference, the Alaska Society for Technology in Education Conference (ASTE) will be offered to selected teachers of LEP students.
- Book studies: Book studies will focus on best teaching practices for LEP students. Book studies provide knowledge of current research and contemporary educational practices that have been scientifically proven to work with LEP students.

5. Describe the district's plan for monitoring the academic progress of former English learners after they are no longer identified as English learner after they are no longer identified.

*Note*, an English learner remains identified as an English learner until, as a result of testing on the annual assessment of English language proficiency, (s)he has met the exit criteria in accordance with 4 AAC 34.055 (d).

MSBSD will ensure that students exited from the program are performing successfully in the general educational program. Monitoring includes regular informal checks by EL Case Managers with the former EL and teachers along with the formal required quarterly grade checks and documented quarterly meetings with core teachers. EL staff will also review student performance on MAP, PEAKS, CPAA, and aimswebPlus. Case Managers are required to make regular parent contact to determine if parents have concerns. Beginning with the 2017 ACCESS test, this monitoring system will remain in place for 4 years for all EL's who score proficient. EL Case Managers will advocate for and assist in developing support for struggling students.

6. Describe how the district will annually evaluate the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification.

The EL department conducts on-going student evaluation. This evaluation includes documenting student progress, identifying student needs, reviewing the annual ACCESS ELP assessment results, and reviewing other assessments such as the PEAKS, AIMSWeb, MAP, NAEP, and CPAA. These measures are then used to guide instruction, set goals for student support plans, aid students in making progress toward language and academic proficiency, identify areas of strengths and weaknesses, guide modifications to the programs when needed, plan needed professional development opportunities, and guide future program planning.

7. Describe how the district will promote parent, family, and community engagement in the education of English learners. Include the district's means of outreach to parents of English learners informing them they can be engaged in the education of their children.

- Plan of Service & Budget Meetings: ELL parents, district staff, and community members are invited to be involved in the review and evaluation of the district's plan of service for the ELL program by actively participating with district staff. District budget and plan of service meetings are held to provide parent involvement in program management.
- Parent-Teacher Conferences & Meetings: Staff consultations result in growing involvement of EL parents. EL staff will be actively involved in district parent-teacher conferences and the organization of interpreters for these conferences. Meetings with parents will be conducted regularly, via phone, written, or face-to-face communication, in order to keep parents informed of students' academic performance and services. EL staff will arrange for interpretation or translation for such meetings as needed.
- EL website: The EL department will maintain an up-to-date website informing parents of district and EL events. This website will also provide important documents, high demand translated documents, contact information for EL staff and information regarding EL services, curricula, and programs.
- Parents are encouraged to actively follow their student(s)' progress using their IParent account to monitor attendance, assignments, and grades. English Learner staff assist parents who need help using the account.
- Student transition events: LEP students and their families will be invited to participate in transition events that will help students transition from 5th to 6th grade and 8th to 9th grade. These events will be held at specified locations and provide LEP students and families with information pertinent to middle school and high school. EL staff will collaborate with counselors and school staff to help students develop schedules and graduation plans.
- Parent/Community Engagement: the EL staff participates in a number of activities to provide outreach to the community. These include:

- Family nights: Held to inform parents of their rights, EL program services, and additional educational opportunities for students. Whenever possible, interpreter and translations will be provided for district family night events.
- Connect Ed: Pre-recorded messages to inform parents about upcoming events.
- Community Speakers: Members of the local community who were once, or still are LEP can be invited to speak to LEP students at schools. The focus will be on college and career readiness.
- Cultural Events
- Resources for local ESL classes for adults will be gathered and disseminated to parents of EL students.
- Kindergarten Night – the EL dept. hosts a table at the annual Kindergarten Night held each April for all incoming students and their parents/families to attend to learn about entering school. All district elementary schools and local agencies participate. Parent Engagement strategies will be offered focusing on ways to help LEP students achieve in school.

8. Describe the district's procedures for annual parent notification. Notification must include the reasons for identification, the level of English proficiency, the methods of instruction to be used in the English language acquisition program, and how the program will meet the educational strengths and needs of the child. Please include a sample notification letter with your submission of this Plan of Service.

*Note, for districts receiving Title III-A funds or using Title I-A funds for language instruction programs for English learners, please see Appendix C for a full list of parental notification requirements and applicable timelines.*

#### Parent Notification

- Parents/guardians will be notified of student identification and qualification for services within 30 days of initial identification screening. This notification is communicated via letter, detailing the student's identification, assessment results, program options, benefits of the programs offered, parental rights, and parental rights to refuse, or withdraw students from, services. (Refer to Appendix E for sample notification of identification and Appendix F for sample refusal of service letter) Alaska Department of Education & Early Development Plan of Service for English Learners Revised April 2018 Page 6
- Parents/guardians receive notification of annual ACCESS proficiency scores. This notification is delivered in the form of a parent/guardian report. This report is prepared by Data Recognition Corporation, in cooperation with WIDA, and delivered to the EL department. The EL department will mail a parent/guardian report to the parent/guardian within a month of receipt. Included in mailing will be a translated copy of report if needed and parent information bulletin regarding what test scores mean in addition to letter from the District. (Refer to Appendix G for a sample parent score report)
- Parents/guardians are consulted in the development of an ELAP for their student and have the right to request changes.
- Parents/guardians will be notified if the student qualifies for Limited English Proficient (LEP) accommodations on state mandated standardized assessments. Parents have the right to request changes to these accommodations. (Refer to Appendix H for sample accommodations forms)
- Communication with parents/guardians will be conducted in the language(s) understood by the parent/guardian as requested when at all possible. An interpreter or translation will also be provided if requested by the parent/guardian for communication with district employees when at all possible. The District has entered into a contract with the Alaska Institute for Justice: Language Interpreter Center in Anchorage in order to secure translators in hard to fill requests.

**Definition of an English learner [§8101 (20)]**

The term “English Learner,” when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
  - (i) who was not born in the United States or whose native language is a language other than English;
  - (ii)
    - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands); and
    - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
  - (i) the ability to meet the challenging State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

**Definition of an Immigrant Student [§3201(5)]**

The term “immigrant children and youth” means individuals who:

1. are aged 3 through 21;
2. were not born in any state; and,
3. have not been attending one or more schools in any one or states for more than 3 full academic years.

*“State” is defined in Section 3201(13) of the ESEA to include the 50 States, the District of Columbia, and Puerto Rico. Therefore, students born in Puerto Rico cannot be included as “immigrant” students under Title III.*

*Note, that immigrant children and youth may or may not be identified as English learners. It is not a requirement to be an English learner to qualify as an immigrant student.*

The definitions below are from the [National Clearinghouse of English Language Acquisition website](http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf) at [http://www.ncela.gwu.edu/files/uploads/5/Language\\_Instruction\\_Educational\\_Programs.pdf](http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf). L1 represents the student's home or primary language of influence. L2 represents the language the student is trying to learn, or English. If you are using a program other than one listed below, provide a description of the program and include information indicating how research shows that it is proven to be effective for English learners.

### **Sheltered English instruction**

The goal is increasing proficiency in English while learning content in an all-English classroom instructional setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is adapted to students' proficiency in English, and is supported by visual aids and L1 support as available.

### **Sheltered Instruction Observational Protocol (SIOP)**

is a fully developed prototype of this program. Sheltered English instruction is not in itself a complete language acquisition program, and should be used in conjunction with specific language acquisition support for English learners.

### **Structured English immersion (SEI)**

The goal is fluency in English, usually serving only English language learners in the classroom. All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible. Teachers should have some receptive skills in the students' home language(s) and generally use sheltered instructional techniques.

### **Specially Designed Academic Instruction in English (SDAIE)**

A specific prototype of Sheltered English Instruction (see above).

### **Content-based English as a second language (ESL) program (or Push-in ESL)**

The goal is fluency in English. Students are served in a mainstream classroom, receiving instruction in English with some native language support if needed. The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.

### **Pull-out English as a Second Language (ESL) or English language development (ELD)**

The goal is to develop fluency in English. ELL students leave mainstream classroom part of the day to receive ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content. There typically is no support for students' home languages.

### **Two-way immersion program or Two-way bilingual program**

The goal is to develop strong skills and proficiency in both home language (L1) and English (L2)—for this reason, may also be called **dual language program**. Includes students from L2 background and students with L1 background. Instruction is in both languages, typically starting with a smaller proportion of instruction in L2, and gradually moving to half of the instruction in each language. Students typically stay in the program throughout elementary school.

### **Heritage language program or Indigenous language program**

The goal is literacy in two languages. Content taught in both languages, by teachers fluent in both languages. Typically targets non-English speakers with weak literacy skills in L1. Known by the name Indigenous Language Program particularly in American Indian educational communities, the program supports endangered languages and serves students with weak or no receptive and productive skills in the language.



**Developmental bilingual program**

This program is also known as Late exit transitional program, or Maintenance bilingual education program. The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2 (English). Content taught in both languages, with teachers fluent in both languages. These programs may also be called dual language programs. Instruction at lower grades is in L1, gradually transitioning to English; students typically transition into mainstream classrooms with their English-speaking peers. The variations among programs focus on different degrees of literacy in L1, but students generally do continue to receive some degree of support in L1 after the transition to L2 classrooms.

**Transitional bilingual program**

This program is also known as Early exit bilingual program or Early exit transitional program. The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in L1, but rapidly moves to English (L2). Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.

**Program Activities**

**Required Activities [§3115 (c)]**

- (c) a district receiving funds under Section 3114(a) shall use the funds:
- 1) to increase the English proficiency of English Learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing:
    - A) English language proficiency; and
    - B) student academic achievement
  - 2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
    - A) designed to improve the instruction and assessment of English learners;
    - B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
    - C) effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
    - D) of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and
  - 3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which –
    - A) shall include parent, family, and community engagement activities; and
    - B) may include strategies that serve to coordinate and align related programs.

**Authorized Activities [§3115 (d)]**

- (d) a district may use the funds to achieve one of the purposes described in subsection (a) by undertaking 1 or more of the following activities:
- 1) Upgrading program objectives and effective instructional strategies.
  - 2) Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
  - 3) Providing to English learners –
    - A) tutorials and academic or career and technical education for limited English proficient children; and
    - B) intensified instruction which may include materials in a language that the student can understand, interpreters, and translators.
  - 4) Developing and implementing effective preschool, elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
  - 5) Improving the English language proficiency and academic achievement of English learners.
  - 6) Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families:
    - A) to improve the English language skills of English learners; and
    - B) to assist parents and families in helping their children to improve academic achievement and becoming active participants in the education of their children.

- 7) Improving the instruction of English learners, which may include English learners with a disability, by providing for:
  - A) the acquisition or development of educational technology or instructional materials;
  - B) access to, and participation in, electronic networks for materials, training, and communication; and
  - C) incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.
- 8) Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
- 9) Carrying out other activities that are consistent with the purposes of this section.

#### **District Plan [§3116]**

The district verifies the current Plan of Service submitted shall -

1. describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards;
2. Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in
  - a. Achieving English proficiency based on the State's English language proficiency assessment under section 1111(b)(2)(G), consistent with the State's long-term goals, as described in section 1111(c)(4)(A)(ii) and
  - b. Meeting the challenging State academic standards;-
3. A description of how the eligible entity will promote parental, family, and community engagement in the education of English learners;
4. Contain assurances that –
  - a. Each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;
  - b. The eligible entity is not in violation of an State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
  - c. The eligible entity consulted with teachers, researchers, school administrators, parents, and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
  - d. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

#### **Teacher English Fluency [§3116(c)]**

Districts shall certify that all teachers in any language instruction educational program for English learners funded under Title III-A are fluent in English and any other language used for instruction, including having written and oral communication skills.

#### **Parent Information & Notification [§1112(e)(3)(A)(i-viii)]**

*Notification of identification as EL and program placement:*

- (A) NOTICE. - Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III, shall not later than 30 days after the beginning of the school year inform parents of an English learner identification for participation or participating in such a program of –
  - (i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;

- (ii) the child's level of English proficiency, how such a level was assessed, and the status of the child's academic achievement;
- (iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- (iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- (v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (vi) the specific exit requirement for the program,, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act; and
- (viii) information pertaining to parental rights that includes written guidance –
  1. detailing the right that parents have their child immediately removed from such program upon their request;
  2. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
  3. assisting parents in selecting among various programs and methods of instruction, if more than 1 program method is offered by the eligible entity.

(B) **SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.** — For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

**Parental Participation [§1112(e)(3)(C)]**

(i) **IN GENERAL.**—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

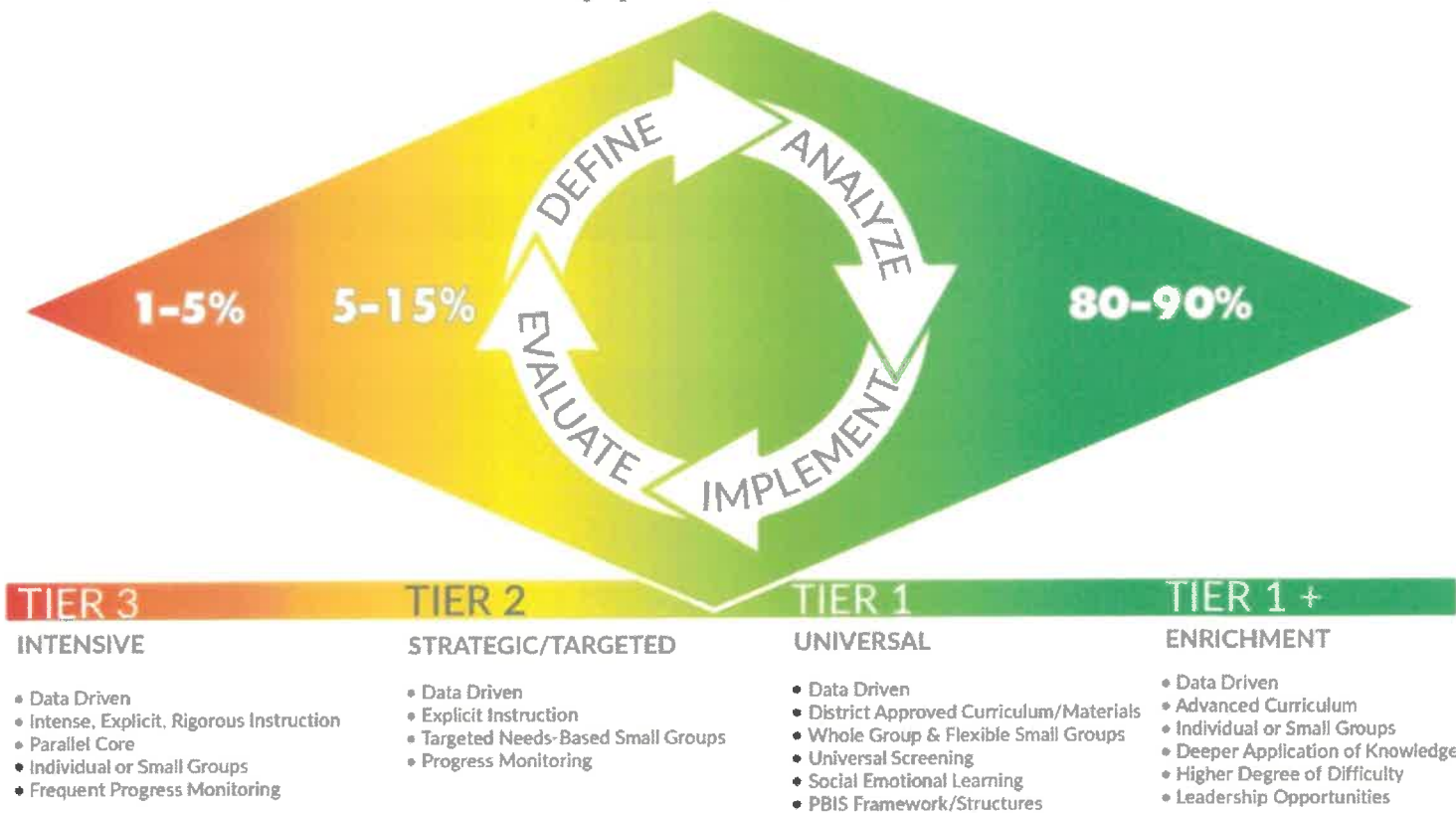
- (I) be involved in the education of their children; and
- (II) be active participants in assisting their children to—
  - (aa) attain English proficiency;
  - (bb) achieve at high levels within a well-rounded education; and
  - (cc) meet the challenging State academic standards expected of all students.

(ii) **REGULAR MEETINGS.**— Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

**Basis for Admission or Exclusion [§1112(e)(3)(D)]**

A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

# Multi-Tier System of Supports (MTSS)



**MATANUSKA-SUSITNA**  
BOROUGH SCHOOL DISTRICT



## ACADEMIC FRAMEWORK FOR TIERED PLAN OF SERVICES: TIER 1

CURRENT LEVEL	AIMSweb	MAP	GOAL
ABOVE GRADE LEVEL	> 75 PERCENTILE	> 75 PERCENTILE	MAINTAIN/EXCEED GRADE LEVEL
AT OR ABOVE GRADE LEVEL	> 25 PERCENTILE	> 40 PERCENTILE	MAINTAIN/EXCEED GRADE LEVEL

STRATEGIES	UNIVERSAL SCREENERS
<ul style="list-style-type: none"> <li>✓ Data Driven</li> <li>✓ Supplemental materials</li> <li>✓ Manipulatives</li> <li>✓ Differentiated Instruction</li> <li>✓ Kagan Structures</li> </ul>	<ul style="list-style-type: none"> <li>✓ Opportunities to respond</li> <li>✓ Immediate feedback</li> <li>✓ Ample practice opportunities</li> <li>✓ Enrichment Activities</li> </ul> <ul style="list-style-type: none"> <li>• MAP/AIMSweb</li> <li>• Teacher Observation</li> <li>• Program Assessments</li> </ul> <p><i>Prerequisite skills, beginning, middle, and end of year test, performance assessment</i></p>

GROUPING	PROGRESS MONITORING (PM)
<ul style="list-style-type: none"> <li>✓ Whole Group</li> <li>✓ Flexible Small Groups</li> <li>✓ Data Driven</li> </ul>	<ul style="list-style-type: none"> <li>✓ Linked to daily Core Lesson</li> <li>✓ Students may be members of more than one group</li> </ul> <ul style="list-style-type: none"> <li>• Program Assessments</li> <li>• Option to monitor and record data in Silverback Milepost</li> </ul>

LITERACY				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINUTES/DAY
CORE LITERACY PROGRAM <i>REQUIRED</i> \$	JOURNEYS	COMPREHENSIVE, RESEARCHED-BASED LANGUAGE ARTS PROGRAM INCLUDES: AUTHENTIC TEXT, LEVELED AND CLOSE READERS, WRITING, ASSESSMENTS, AND ONLINE TEACHER/STUDENT RESOURCES	K-5	K & 2-5: 120 1: 150
SIX-MINUTE SOLUTION	2007+ PAPER/PENCIL	REPEATED ONE-MINUTE READINGS; SAME LEVEL PARTNERS NOTE THE NUMBER OF WORDS READ CORRECTLY; PEER RECORDING, MONITORING, AND FEEDBACK TARGET: FLUENCY	K-12	6-10
STEP UP TO WRITING \$ IF TRAINING IS ATTENDED	3 <sup>RD</sup> OR 4 <sup>TH</sup>	ORGANIZATIONAL PROGRAM TO TEACH: EXPLICIT WRITING PROCESS STRATEGIES; COMMON WRITING LANGUAGE ACROSS GRADE LEVELS; ORGANIZE STUDENT THINKING TARGET: WRITING	K-12	20-30
WORDS THEIR WAY	1996+, 4 <sup>TH</sup>	TEACH SPECIFIC SOUND SPELLING PATTERNS IN A DEVELOPMENTAL SEQUENCE; STUDENTS PRACTICE UNTIL MASTERY TARGET: PHONICS, VOCABULARY	K-6+	20-30

MATH				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINUTES/DAY
CORE MATH PROGRAM <i>REQUIRED</i> \$	GO MATH!	COMPREHENSIVE, RESEARCHED-BASED MATHEMATICS PROGRAM INCLUDES: ASSESSMENTS AND ONLINE TEACHER/STUDENT RESOURCES	K-8	75
ROCKET MATH	PAPER/PENCIL	SEQUENTIAL PRACTICE AND MASTERY OF MATH FACTS TARGET: OPERATIONS & ALGEBRAIC THINKING	K-5	10
SUSAN C ANTHONY	PAPER/PENCIL	SEQUENTIAL PRACTICE AND MASTERY OF MATH FACTS TARGET: OPERATIONS & ALGEBRAIC THINKING	K-8	5+
RED BIRD #CAN BE USED FOR TIER 2 DIFFERENTIATION	BLENDED	REDBIRD MATHEMATICS OFFERS RIGOROUS, ADAPTIVE, PERSONALIZED MATH INSTRUCTION WITH INTEGRATED STEM THEMES AND DIGITAL PROJECT-BASED LEARNING	K-7	90 MINUTES/ 2 LESSONS A WEEK
ALEKS	BLENDED	INCREASES STUDENT PERFORMANCE WITH INDIVIDUALIZED ASSESSMENT AND LEARNING TARGET: MATH PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM SHOULD NOT BE USED WITH: NOT A STAND-ALONE CURRICULUM	3-12	2 HOURS PER WEEK



## ACADEMIC FRAMEWORK FOR TIERED PLAN OF SERVICES: TIER 2

CURRENT LEVEL	AIMSweb	MAP	GOAL
.5 – 1.5 YRS BELOW GRADE LEVEL	11 – 24 <sup>th</sup> PERCENTILE	20-39 <sup>th</sup> PERCENTILE	AT GRADE LEVEL WITHIN 1 YR

STRATEGIES	UNIVERSAL SCREENERS
<ul style="list-style-type: none"> <li>✓ Data Driven</li> <li>✓ Program targets specific student need</li> <li>✓ Explicit instruction in addition to core</li> <li>✓ Accelerate instruction as appropriate</li> <li>✓ Teaching to mastery</li> <li>✓ Brisk pacing</li> </ul>	<ul style="list-style-type: none"> <li>• MAP/AIMSweb</li> <li>• Teacher Observation</li> <li>• Program Assessments <i>Prerequisite skills, beginning, middle, and end of year test, performance assessment</i></li> </ul>

GROUPING	PROGRESS MONITORING (PM)
<ul style="list-style-type: none"> <li>✓ Needs-based homogeneous small groups</li> <li>✓ Flexible grouping in a variety of formats: skills block, pull-out, push-in</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 1 Program Assessments</li> <li>• Grade Level Progress Monitoring</li> </ul>

LITERACY				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADE	MINS/DAY
CORE SUPPLEMENTAL \$	JOURNEYS	COMPREHENSIVE, RESEARCHED-BASED LANGUAGE ARTS TARGET: LITERACY PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM	K-8	20-30
EARLY INTERVENTION READING EIR	2012	DIRECT INSTRUCTION TO MASTERY: LETTER SOUNDS AND DICTATION TARGET: COMPREHENSIVE PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM SHOULD NOT BE USED WITH: READING MASTERY, SONDAY	K-2	20-30
IMAGINE LEARNING IL TIER 1 DIFFERENTIATION/ENRICHMENT	BLENDED	ADAPTIVE LEARNING PATH, INCLUDES LANGUAGE SUPPORT FOR ENGLISH LEARNERS AND ASSESSMENTS TARGET: COMPREHENSIVE PARTNERS WELL WITH: READING MASTERY	PREK-6	20-30
LET'S PLAY LEARN LPL	2004	STRUCTURED, SYSTEMATIC, MULTISENSORY APPROACH TO READING TARGET: LANGUAGE & PHONEMIC AWARENESS	PK-K	30
LEXIA CORE5 LCore5 #CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	BLENDED	PROVIDES PHONICS INSTRUCTION AND GIVES STUDENTS INDEPENDENT PRACTICE IN BASIC READING SKILLS TARGET: PHONEMIC AWARENESS, PHONICS, SIGHT WORDS PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM. NOT A STAND-ALONE CURRICULUM, PROVIDES MINIMAL INSTRUCTION	K-5	BASED ON PLACEMENT ASSESSMENT
MOBY MAX LITERACY MML #CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	BLENDED	ASSESSMENTS, ADAPTIVE CURRICULUM, INDIVIDUALIZED EDUCATION PLAN TO FILL IN LITERACY GAPS TARGET: LITERACY PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM. TEACHER SUPPORT NEEDED TO MINIMIZE STUDENT ACTIVITY OPTIONS TO LITERACY, NOT A STAND-ALONE CURRICULUM	K-8	25-30
READ NATURALLY RN #CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	BLENDED	FLUENCY PROGRAM DESIGNED TO DEVELOP SPEED, ACCURACY, AND PROPER EXPRESSION TARGET: FLUENCY PARTNERS WELL WITH: SONDAY AND DISTRICT APPROVED CORE CURRICULUM. TEACHER SUPPORT REQUIRED FROM START TO END OF SESSION	1-8	20
REWARDS R	2016	EXPLICITLY TAUGHT STRATEGIES FOR DECODING MULTISYLLABIC WORDS TARGET: FLUENCY, COMPREHENSION, SENTENCE WRITING PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM SHOULD NOT BE USED WITH: REASONING AND WRITING	4-12	50-60
SONDAY I & 2 SD	2007	STRUCTURED, SYSTEMATIC, MULTISENSORY APPROACH TO READING TARGET: COMPREHENSIVE PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM SHOULD NOT BE USED WITH: CORRECTIVE READING, EIR, OR READING MASTERY	K-5	35

MATH				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADE	MINS/DAY
CORE SUPPLEMENTAL	Go MATH!	COMPREHENSIVE, RESEARCHED-BASED MATHEMATICS TARGET: MATH PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM	K-8	20-30
MOBY MAX MATH MMM #CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	WEB	ASSESSMENTS, ADAPTIVE CURRICULUM, INDIVIDUALIZED EDUCATION PLAN TO FILL IN MATH GAPS TARGET: MATH PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM. TEACHER SUPPORT NEEDED TO MINIMIZE STUDENT ACTIVITY OPTIONS TO MATH, NOT A STAND-ALONE CURRICULUM	K-8	varies
V MATH VM #VMLIVE CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	3/4, BOX SET, LIVE	SYSTEMATIC AND DIRECT MATH INSTRUCTION ON CONCEPTS, SKILLS, FLUENCY, AND APPLICATION TARGET: MATH PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM. NOT A STAND-ALONE CURRICULUM	2-8	30-40





# ACADEMIC FRAMEWORK FOR TIERED PLAN OF SERVICES: **TIER 3**

CURRENT LEVEL	AIMSweb	MAP	GOAL
2+ YRS BELOW GRADE LEVEL	< 10 PERCENTILE	< 20 PERCENTILE	MORE THAN 1 YR GROWTH W/IN 1 YR

STRATEGIES	UNIVERSAL SCREENERS
<ul style="list-style-type: none"> <li>✓ Data Driven</li> <li>✓ Program targets specific student need</li> <li>✓ Explicit instruction in parallel core</li> <li>✓ Accelerate instruction, as appropriate</li> <li>✓ Teaching to mastery</li> <li>✓ Brisk pacing</li> </ul>	<ul style="list-style-type: none"> <li>• MAP/AIMSweb</li> <li>• Teacher Observation</li> <li>• Program Placement Tests</li> <li>• Program Assessments</li> </ul> <p><i>Prerequisite skills, beginning, middle, and end of year test, performance assessment</i></p>

GROUPING	PROGRESS MONITORING (PM)
<ul style="list-style-type: none"> <li>✓ Needs-based homogeneous small groups</li> <li>✓ Flexible grouping in a variety of formats: skills block, pull-out, push-in</li> </ul>	<ul style="list-style-type: none"> <li>• Program Assessments</li> <li>• Instructional Level Progress Monitoring</li> <li>• <a href="#">AIMSweb PM Reference</a></li> </ul>

LITERACY PARALLEL CORE				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINS/DAY
CORRECTIVE READING COMPREHENSION #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI LEVELS A, B1, & B2	DIRECT AND EXPLICIT INSTRUCTION <b>TARGET:</b> COMPREHENSION, VOCABULARY, AND FOLLOWING INSTRUCTIONS <b>PARTNERS WELL WITH:</b> CORRECTIVE READING DECODING <b>SHOULD NOT BE USED WITH:</b> SONDAY	3-8	45 PER STRAND
CORRECTIVE READING DECODING #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI LEVELS A, B1, B2	DIRECT AND EXPLICIT INSTRUCTION <b>TARGET:</b> PHONICS, IDENTIFY WORDS, AND FLUENCY <b>PARTNERS WELL WITH:</b> CORRECTIVE READING COMPREHENSION, LANGUAGE FOR WRITING, OR REASONING AND WRITING <b>SHOULD NOT BE USED WITH:</b> SONDAY	3-8	120-150
LANGUAGE FOR LEARNING #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI	TEACHES THE WORDS, CONCEPTS, AND STATEMENTS IMPORTANT TO BOTH ORAL AND WRITTEN LANGUAGE <b>TARGET:</b> LANGUAGE AND PHONEMIC AWARENESS <b>PARTNERS WELL WITH:</b> RM SIGNATURES READING STRAND	PK-K, ELA	30-60
LANGUAGE FOR THINKING #IN ISOLATION, CAN BE USED FOR TIER 2	2002 DI	A CONTINUATION OF L4L, BOTH PROGRAMS EMPHASIZE LANGUAGE AS A MEANS OF DESCRIBING THE WORLD AND AS A TOOL FOR THINKING AND SOLVING PROBLEMS <b>TARGET:</b> READING COMPREHENSION <b>PARTNERS WELL WITH:</b> RM SIGNATURES READING STRAND <b>SHOULD NOT BE USED WITH:</b> LET'S PLAY LEARN	K-1, ELA	30-60
LANGUAGE FOR WRITING #IN ISOLATION, CAN BE USED FOR TIER 2	2002 DI	A SYSTEMATIC PROGRAM THAT EXPANDS WRITING SKILLS, THE PROGRAM FOCUSES NOT ONLY ON WRITING BUT ALSO ON VOCAB, SYNTAX AND ORGANIZATION <b>TARGET:</b> WRITING <b>PARTNERS WELL WITH:</b> CORRECTIVE READING DECODING <b>SHOULD NOT BE USED WITH:</b> REASONING AND WRITING	2-3, ELA	30-60
READING MASTERY SIGNATURES (READING AND SPELLING STRAND) #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI	DIRECT INSTRUCTION PROGRAM <b>TARGET:</b> FOCUSES ON CORE DECODING, COMPREHENSION AND SPELLING ACTIVITIES. <b>PARTNERS WELL WITH:</b> READING MASTERY LANGUAGE ARTS STRAND & SPELLING MASTERY. <b>SHOULD NOT BE USED WITH:</b> SONDAY OR EIR	K-5	45
READING MASTERY SIGNATURES (LANGUAGE ARTS STRAND) #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI	DIRECT INSTRUCTION PROGRAM <b>TARGET:</b> FOCUSES ON TEACHING STUDENTS THE LANGUAGE OF INSTRUCTION, COMPREHENSION, AND WORD-RECOGNITION <b>PARTNERS WELL WITH:</b> READING MASTERY READING/SPELLING STRAND & SPELLING MASTERY. <b>SHOULD NOT BE USED WITH:</b> SONDAY OR EIR	K-5	45
REASONING & WRITING #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI LEVELS A-F	HIGHER-ORDER THINKING SKILLS AS THE FOUNDATION FOR WRITING SKILLS <b>TARGET:</b> WRITING <b>PARTNERS WELL WITH:</b> CORRECTIVE READING DECODING OR SPELLING MASTERY <b>SHOULD NOT BE USED WITH:</b> LANGUAGE FOR WRITING OR SONDAY	K-12	30-45
SPELLING MASTERY #IN ISOLATION, CAN BE USED FOR TIER 2	2003 LEVELS A-F	DIRECT INSTRUCTION PROGRAM AIMED AT BLENDING WHOLE WORD, PHONEMIC, AND MORPHEMIC SKILL BUILDING APPROACHES <b>TARGET:</b> SPELLING <b>PARTNERS WELL WITH:</b> READING MASTERY OR CORRECTIVE READING <b>SHOULD NOT BE USED WITH:</b> SONDAY OR WORDS THEIR WAY	2-8	20-30

MATH PARALLEL CORE				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINS/DAY
CONNECTING MATH CONCEPTS: A-F	2012	EXPLICIT AND SYSTEMATIC CONCEPT INSTRUCTION, PRACTICE, AND MASTERY <b>TARGET:</b> COMPREHENSIVE	K-8	60
MATH 180		<b>TARGET:</b> COMPREHENSIVE	5-12	75





## SECONDARY FRAMEWORK FOR TIERED PLAN OF SERVICES: TIER 1

CURRENT LEVEL		MAP	GOAL	
ABOVE GRADE LEVEL		>75 PERCENTILE	MAINTAIN/EXCEED GRADE LEVEL	
AT OR ABOVE GRADE LEVEL		>40 PERCENTILE	MAINTAIN/EXCEED GRADE LEVEL	
STRATEGIES			UNIVERSAL SCREENERS	
<ul style="list-style-type: none"><li>✓ Data Driven</li><li>✓ Supplemental Materials</li><li>✓ Manipulatives</li><li>✓ Differentiated Instruction</li></ul>		<ul style="list-style-type: none"><li>✓ Opportunities to Respond</li><li>✓ Immediate corrective feedback</li><li>✓ Guided practice opportunities</li><li>✓ Cooperative Learning</li><li>✓ Kagan Structures</li></ul>	<ul style="list-style-type: none"><li>• MAP</li><li>• Teacher Observation</li><li>• Program Assessments</li></ul> <i>Prerequisite skills, beginning, middle, and end-of-year assessments, performance assessment, end-of-course assessments</i>	
GROUPING			PROGRESS MONITORING(PM)	
<ul style="list-style-type: none"><li>✓ Whole Group</li><li>✓ Flexible Small Groups</li><li>✓ Data Driven</li></ul>		<ul style="list-style-type: none"><li>✓ Linked to daily core lesson</li><li>✓ Students may be members of more than one group</li></ul>	<ul style="list-style-type: none"><li>• Program Assessments</li><li>• Option to monitor and record data in Silverback Milepost</li></ul>	
📖 LITERACY				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	RESOURCES
CORE LITERACY PROGRAM <i>REQUIRED</i> \$	<a href="#">COLLECTIONS</a> /2015 📖 BLENDED FLIPPED TRADITIONAL	Comprehensive, researched-based language arts program. Includes writing, speaking & listening skills for college & career readiness, assessments, & online teacher & student resources with audio for all texts.	6-12	<a href="#">FIDELITY GUIDELINES</a>  <a href="#">CURRICULUM</a>
ADVANCED COURSES	ADVANCED PLACEMENT & INTERNATIONAL BACCALAUREATE	Enrichment and dual credit	6-12	
ITECH COURSES \$	<a href="#">APEX</a> & <a href="#">eDYNAMICS</a> / 📖 BLENDED & ONLINE	Core and elective classes for credit.	9-12	
STEP-UP TO WRITING				
📊 MATH				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	RESOURCES
CORE MATH PROGRAM <i>REQUIRED</i> \$	GOMATH!	Comprehensive, researched-based mathematics program. Includes assessments & online teacher & student resources.	6-8	<a href="#">FIDELITY GUIDELINES</a>  <a href="#">CURRICULUM</a>
CORE MATH PROGRAM <i>REQUIRED</i> \$	ALGEBRA I  GEOMETRY  ALGEBRA II	Targeted RIT Range: 228-235 <a href="#">NWEA Recommended score for placement:</a> 235 Targeted RIT Range: 227-245 <a href="#">NWEA Recommended score for placement:</a> 245  ADOPTED CURRICULUM FOR ALL COURSES	6-12	<a href="#">NWEA TRIANGULATION OF DATA</a>  <a href="#">CURRICULUM</a>
ALEKS ASSESSMENT & LEARNING IN KNOWLEDGE SPACES \$ ½	📖 BLENDED	Increases student performance with individualized assessment and learning in a blended environment with active teacher instruction and support.  Use ALEKS Guide for appropriate course recommendations. Not a stand-alone curriculum.	6-12	<a href="#">FIDELITY GUIDELINES</a>



## SECONDARY FRAMEWORK FOR TIERED PLAN OF SERVICES: **TIER 2**

CURRENT LEVEL		MAP	GOAL	
.5-1.5 YEARS BELOW GRADE LEVEL		21-39 <sup>TH</sup> PERCENTILE	AT GRADE LEVEL WITHIN 1 YEAR	
STRATEGIES			UNIVERSAL SCREENERS	
<div><div>✓ Data Driven</div><div>✓ Supplemental Materials</div><div>✓ Manipulatives</div><div>✓ Differentiated Instruction</div><div>✓ Opportunities to Respond</div><div>✓ Immediate corrective feedback</div><div>✓ Guided practice opportunities</div><div>✓ Cooperative Learning</div><div>✓ Kagan Structures</div></div>			<div><div>• MAP</div><div>• Teacher Observation</div><div>• Program Assessments</div><div>Prerequisite skills, beginning, middle, and end-of-year assessments, performance assessment, end-of-course assessments</div></div>	
GROUPING			PROGRESS MONITORING(PM)	
<div>✓ Needs-based homogeneous small groups</div> <div>✓ Flexible grouping in a variety of formats: personalized &amp; <a href="#">blended</a></div>			<div><div>• Tier I Program Assessments</div><div>• Grade Level Progress Monitoring</div></div>	
📖 LITERACY				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	RESOURCES
CORE SUPPLEMENTAL \$	<a href="#">COLLECTIONS</a> /2015 📖 BLENDED FLIPPED TRADITIONAL	Comprehensive, researched-based language arts program. Includes writing, speaking & listening skills for college & career readiness, assessments, & online teacher & student resources with audio for all texts. Differentiating with reteaching.	6-10	<a href="#">FIDELITY GUIDELINES</a>  <a href="#">CURRICULUM</a>
REWARDS	PAPER & PENCIL	Explicitly taught strategies for decoding multisyllabic words, identifying & understanding prefixes & suffixes, increasing word & passage reading fluency, builds academic vocabulary, & deepens comprehension.	6-8	
MOBY MAX LITERACY \$	📖 BLENDED Recommended 20-minute software rotation	Assessments, adaptive curriculum, individualized education plan to fill in literacy gaps. Teacher support needed to minimize student activity options to literacy. Not a stand-alone curriculum. PARTNERS WELL WITH: District approved core curriculum	9-12	<a href="#">DISTRICT PROGRAM SUPPORT</a>
📐 MATH				
PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	RESOURCES
CORE SUPPLEMENTAL \$	GOMATH!	Comprehensive, researched-based mathematics program. Includes assessments & online teacher & student resources. PARTNERS WELL WITH: District approved core curriculum	6-8	<a href="#">FIDELITY GUIDELINES</a> <a href="#">MATH STANDARDS</a>
MOBY MAX MATH \$	📖 BLENDED Recommended 20-minute software rotation.	Assessments, adaptive curriculum, individualized education plan to fill in literacy gaps. Teacher support needed to minimize student activity options to literacy. Not a stand-alone curriculum. PARTNERS WELL WITH: District approved core curriculum		<a href="#">DISTRICT PROGRAM SUPPORT</a>
INTRO TO ALGEBRA		Targeted RIT Range: 217-234 <a href="#">NWEA Recommended score for placement: 230</a>	9-10	<a href="#">CURRICULUM</a>
<a href="#">ALEKS</a> ASSESSMENT & LEARNING IN KNOWLEDGE SPACES \$ ½	📖 BLENDED	Increases student performance with individualized assessment and learning in a blended environment with active teacher instruction and support. Not a stand-alone curriculum.	6-12	<a href="#">Use ALEKS Guide for appropriate course recommendations.</a>
<a href="#">MATH 180</a> \$	📖 BLENDED/ NEXT GENERATION	Teacher facilitated instruction blended with adapted technology, <a href="#">building students to mastery</a> of mathematical concepts. Paired with core curriculum in a double-block. Not a stand-alone or replacement curriculum.	6-8	<a href="#">DOUBLE BLOCK</a>  <a href="#">FIDELITY GUIDELINES</a>



## SECONDARY FRAMEWORK FOR TIERED PLAN OF SERVICES: **TIER 3**

CURRENT LEVEL	AIMSweb	MAP	GOAL
2+ YEARS BELOW GRADE LEVEL	>25 <sup>TH</sup> PERCENTILE	>20 <sup>TH</sup> PERCENTILE	MORE THAN 1 YEAR GROWTH WITHIN 1 YEAR
STRATEGIES			UNIVERSAL SCREENERS
<ul style="list-style-type: none"> <li>✓ Data Driven</li> <li>✓ Supplemental Materials</li> <li>✓ Manipulatives</li> <li>✓ Differentiated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>✓ Opportunities to Respond</li> <li>✓ Immediate corrective feedback</li> <li>✓ Guided practice opportunities</li> <li>✓ Cooperative Learning</li> <li>✓ Kagan Structures</li> </ul>	<ul style="list-style-type: none"> <li>• MAP/AIMSweb</li> <li>• Teacher Observation</li> <li>• Program Assessments <i>Prerequisite skills, beginning, middle, and end-of-year assessments, performance assessments</i></li> </ul>	
GROUPING			PROGRESS MONITORING(PM)
<ul style="list-style-type: none"> <li>✓ Needs-based homogeneous small groups</li> <li>✓ Flexible grouping in a variety of formats: personalized &amp; <a href="#">blended</a></li> </ul>			<ul style="list-style-type: none"> <li>• Tier I Program Assessments</li> <li>• Grade Level Progress Monitoring</li> </ul>

### LITERACY PARALLEL CORE

PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINUTES/DAY
<a href="#">READ 180 UNIVERSAL</a> \$	BLENDED	Comprehensive, blended learning leveled curriculum to raise students' reading achievement. <b>TARGET:</b> Comprehension, independent, and foundational reading, word recognition & decoding, and writing for college & career readiness. Double-block class. Supports social-emotional learning.	6-12	80+ DOUBLE-BLOCK <a href="#">PLACEMENT GUIDELINES</a> <a href="#">FIDELITY MODEL</a>
SYSTEM 44 NEXT GENERATION \$	BLENDED	Explicit instruction in foundational reading. <b>TARGET:</b> Phonics, fluency, comprehension, & foundational writing. PARTNERS WELL WITH: Explicit writing skills instruction.	6-12	45+ <a href="#">PLACEMENT GUIDELINES</a> <a href="#">FIDELITY MODEL</a>
CORRECTIVE READING DECODING	2008 DI LEVELS A, B1, B2	Assessments, adaptive curriculum, individualized education plan to fill in literacy gaps. Teacher support needed to minimize student activity options to literacy. Not a stand-alone curriculum. Recommended 20-minute software rotation. PARTNERS WELL WITH: District approved core curriculum	6-12	120-150
REASONING & WRITING	2008 DI LEVELS A-F	Higher-order thinking skills as the foundation for writing skills. PARTNERS WELL WITH: Corrective Reading Decoding or Spelling Mastery	K-12	30-45
SPELLING MASTERY	2003 LEVELS A-F	Direct instruction program aimed at blending whole word, phonemic, & morphemic skill building approaches. <b>TARGET:</b> Writing PARTNERS WELL WITH: Reading Mastery or Corrective Reading	2-8	20-30

### MATH PARALLEL CORE

PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINUTES/DAY
<a href="#">TRANSMATH</a> \$	3 <sup>RD</sup> (2016) LEVELS 1-3 BLENDED	Highly structured instruction, <a href="#">assessments</a> , adaptive curriculum, individualized education plan to fill in math gaps. Comprehensive math curriculum.	6-12	<a href="#">FIDELITY MODEL</a> <a href="#">CURRICULUM</a>
INSIDE ALGEBRA \$	2011 BLENDED	Highly structured instruction, <a href="#">assessments</a> , adaptive curriculum, individualized education plan to fill in math gaps. <a href="#">Comprehensive math curriculum for Algebra I.</a>	9-12	FIDELITY MODEL
CONNECTING MATH CONCEPTS	2012 LEVELS A-F	Explicit and systematic concept instruction, practice, and mastery. <b>TARGET:</b> Comprehensive	K-8	60



**MATANUSKA-SUSITNA**  
BOROUGH SCHOOL DISTRICT

## FEDERAL PROGRAMS

{Date}

Dear Parents/Guardian of: {student name}

Your child qualifies for services as an English Learner (EL). Students are identified as potential English Learners through the Home Language Questionnaire, teacher referral and a language proficiency test.

*How was my child identified?* A home language questionnaire is filled out each year to determine if a language other than English is spoken in the home or a teacher may have made a referral. Your child was given the WIDA Screener assessment and his/her proficiency in English was:

{score} on a scale of {total}

*How will you help my child learn English?* This is determined by your child's need; we consider their academic strengths, grade level, and level of English proficiency. Your child will receive services in one or more of the following formats:

- EL instruction where the student receives services directly from the EL case manager
- EL strategies provided by the classroom teacher through consultation with the EL case manager
- English language development instruction that supplements the core curriculum

*How will I know that my child is learning English and making academic gains?* We will test your child every year to review their progress and send the results home to you. Alaska State Law requires that students increase in proficiency each year and exit the program as soon as possible. You will receive reports from the school detailing academic progress.

*What is the purpose of EL?* To help your child become proficient in English, pass the State Achievement test and graduate from high school with a diploma.

*My child is in Special Education, what will his/her service look like?* The EL program will assist with the Individual Education Plan to make certain your child's language needs are being met.

*How long will my child be in the program?* Typically it takes five to seven years to become proficient in English.

*When will my child be exited from the program?* After your child is tested and meets the proficient score he/she will be monitored for four years to ensure their success before being exited.

*I don't want my child in the program, what do I do?* It is your right as a parent to decline services. Please call or write the Federal Programs Department, or you may email [shana.sommer@matsuk12.us](mailto:shana.sommer@matsuk12.us).

*I would like to be more involved in my child's education, what can I do?* You may contact your child's school and volunteer or you may contact the Federal Programs Department with suggestions on how we can better meet the needs of your children.

For more information or for answers to any questions about this, please call the EL program at 907-352-9230.

We look forward in partnering with you to support your student's academic success.

Sincerely,

Rayna Bird  
Program Administrator, Federal Programs  
Matanuska Susitna Borough School District







**Federal Programs**  
**English Learner Office**

## REFUSAL OF SERVICES English Learner Program

Meeting Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Name	Relation to Student
Attendees: _____	_____
_____	_____
_____	_____
_____	_____

I understand that participation in the ESL program is voluntary. I understand that by signing the waiver below my child will not participate. I understand I can request services for my child for as long as he/she continues to be eligible by contacting the school. I understand my child will not be exempt from taking the annual English Language Proficiency Assessment until they have achieved a score of Advanced.

### Español:

Entiendo que la participación en el programa de ESL es voluntaria. Entiendo que al firmar la renuncia abajo mi hijo(a) no participará. Entiendo que puedo solicitar estos servicios para mi hijo(a) siempre que él/ella reúne los requisitos necesarios por medio de contactar a la escuela. Entiendo que mi hijo(a) será obligado(a) a tomar la evaluación anual del dominio del inglés hasta que él o ella realice una marca de *Avanzado*.

### Russian:

Я понимаю, что участие в программе ESL является добровольным. Понимаю, что моя подпись под заявлением ниже об отказе от использования права моего ребенка на услуги по программе ESL прекращает его участие в этой программе. Знаю, что пока мой ребенок будет иметь право на услуги по программе ESL, я могу обратиться в школу с просьбой о возобновлении этих услуг. Понимаю, что мой ребенок не будет освобождаться от ежегодных проверок по английскому языку, пока он не достигнет достаточно высокого уровня его знания (advanced).

\_\_\_\_\_  
 Signature of Parent or Guardian

\_\_\_\_\_  
 Date

Rev. 7/2018


 Birth Date: [REDACTED] Grade: K  
 District ID: AK33  
 State ID: [REDACTED]  
 School: Big Lake Elementar  
 District: MatanuskaSusitna B  
 State: AK

## Kindergarten Individual Student Report 2016

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores. Proficiency Level scores are interpreted and reported in two ways: (1) for Accountability Purposes and (2) for Instructional Purposes (see columns below). The Accountability Proficiency Level score is used to monitor student performance from year-to-year. The Instructional Proficiency Level is used to describe how the student is able to use the English language in Kindergarten, where students are developing skills in listening, speaking, reading, and writing.





Language Domain	Proficiency Level		Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions
	Accountability (Possible 1.0 - 6.0)	Instructional (Possible K1.0 - K6.0)	
	1 2 3 4 5 6		100 200 300 400 500 600
<b>Listening</b>	2.1	3.8	232 q
<b>Speaking</b>	2.0	2.5	271 q
<b>Reading</b>	1.2	2.3	132 q
<b>Writing</b>	1.0	1.0	100 q
<b>Oral Language</b> 50% Listening + 50% Speaking	2.1	3.2	252 q
<b>Literacy</b> 50% Reading + 50% Writing	1.0	1.5	116 q
<b>Comprehension</b> 70% Reading + 30% Listening	1.5	2.7	162 q
<b>Overall*</b> 35% Reading + 35% Writing + 15% Listening + 15% Speaking	1.1	1.9	157 q

\*Overall score is calculated only when all four domains have been assessed. NA: Not available

Proficiency Level	Description of English Language Proficiency Levels
<b>1 – Entering</b>	Knows and uses minimal social language and minimal academic language with visual and graphic support
<b>2 – Emerging</b>	Knows and uses some social English and general academic language with visual and graphic support
<b>3 – Developing</b>	Knows and uses social English and some specific academic language with visual and graphic support
<b>4 – Expanding</b>	Knows and uses social English and some technical academic language
<b>5 – Bridging</b>	Knows and uses social and academic language working with grade level material
<b>6 – Reaching</b>	Knows and uses social and academic language at the highest level measured by this test

District: MatanuskaSusitna B	Student: [REDACTED]
School: Big Lake Elementar	State ID: [REDACTED] District ID: AK33
Grade: K	Birth Date: [REDACTED]

**Report Purpose:** This report gives information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student's English Language Proficiency Level					
Test Section	1 - Entering	2 - Emerging	3 - Developing	4 - Expanding	5 - Bridging
Listening 	[REDACTED] 2.1				
Speaking 	[REDACTED] 2.0				
Reading 	[REDACTED] 1.2				
Writing 	[REDACTED] 1.0				
Oral Language <sup>A</sup> (Listening and Speaking)	[REDACTED] 2.1				
Literacy <sup>B</sup> (Reading and Writing)	[REDACTED] 1.0				
Comprehension <sup>C</sup> (Listening and Reading)	[REDACTED] 1.5				
Overall <sup>D</sup> (Listening, Speaking, Reading, and Writing)	[REDACTED] 1.1				

6 - Reaching

Proficiency Level	Description of English Language Proficiency Levels
<b>1 - Entering</b>	Knows and uses minimal social language and minimal academic language with visual and graphic support
<b>2 - Emerging</b>	Knows and uses some social English and general academic language with visual and graphic support
<b>3 - Developing</b>	Knows and uses social English and some specific academic language with visual and graphic support
<b>4 - Expanding</b>	Knows and uses social English and some technical academic language
<b>5 - Bridging</b>	Knows and uses social and academic language working with grade level material
<b>6 - Reaching</b>	Knows and uses social and academic language at the highest level measured by this test
<b>Other Information</b>	<p>Test Section Is Blank – If the student was absent for this Section of the test</p> <p>A – Oral Language = 50% Listening + 50% Speaking – will be blank if student was absent for one or both of the Sections</p> <p>B – Literacy = 50% Reading + 50% Writing – will be blank if student was absent for one or both of the Sections</p> <p>C – Comprehension Score = 70% Reading + 30% Listening – will be blank if student was absent for one or both of the Sections</p> <p>D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking – will be blank if student was absent for one or more of the Sections</p>



## Accommodations & Accessibility Tools for Students Identified as an English Learner (EL)

### Individual Student Documentation Form

All students identified as an English Learner (EL) must participate in statewide academic assessments. Accommodations are allowed for LEP students when testing for academic content knowledge and skills, but not when testing for English language proficiency.

A district shall appoint a team that includes if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency under the department's Participation Guidelines for Alaska Students in State Assessments. The team shall document the accommodation decision and may not provide a modification. (4 AAC 06.776(b))

<b>Student's Legal Name:</b>	<b>Alaska State ID Number:</b>	<b>Student Grade</b>
<b>Meeting Date</b>	<b>District &amp; School</b>	

**Statewide and District Assessments:**  
**The student will:**

\_\_\_ Participate in statewide and district assessments without accommodations.

\_\_\_ Participate in statewide and district assessments with the following student supports (Refer to the Participation Guidelines, Dec. 2017 edition for additional procedures.)

#### ASSESSMENT ACCOMMODATIONS

*Please refer to the Participation Guidelines for Alaska Students in State Assessments December 2017 for further information on allowable accommodations for mandated state assessments.*

##### **Test Directions**

Read aloud, in English or in native language, the test directions. This includes directions that are read aloud to all students by test administrators and/or clarification of test directions embedded within the tests. Test directions do not include test items or prompts.

Provide written version of written/oral test directions.

☐ Read aloud and/or repeat written and/or oral test directions. (note: Text-to-speech test directions on computer-based AMP are a Universal Tool available to all students)

☐ Read aloud and/or repeat embedded test directions.

☐ Clarify/explain test directions if requested by the student.

**Test Items**

Test items includes test questions, answer choices, and embedded directions.

☐ Provide a commercial word-to-word bilingual dictionary that does NOT contain pictures or definitions. Use of electronic devices for word-to-word bilingual dictionary are allowed only with State of Alaska approved protocols put in place.

☐ Provide the native language word for an unknown word in a test item, when requested by the student.

☐ Allow the student to respond orally to constructed response items in English for math, and/or science test(s). (Not allowed for ELA); this accommodation requires thoughtful consideration and will only apply to select students for standardized state assessments

☐ Human read aloud in English.

☐ Text to Speech for computer-based PEAKS

**Location**

☐ Administering the test individually or in a small group in a separate location.

☐ Using a specific test proctor.

**Signature and Date of Participants in Attendance at EL Meeting**

**Classroom Teacher/Counselor:**

**Date:**

**EL Teacher**

**Date:**